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CORNELL COUNTRYMAN



Summer 1961

Special Freshman Issue

This Is Your College

THE *Cornell Countryman* is the student publication of the College of Agriculture. We, as students of the College, want to give you, the incoming freshmen, some idea of what to expect from your stay here. We want you to benefit from our experience, to know what we learned through trial and error. What can you get from Cornell University and, in particular, what can you get from the College of Agriculture? These are the questions we attempt to answer, to answer from *our* perspective. In other words, we want you to live these next years of your life to their fullest. We hope you will find our publication both interesting and informative.

The University



Ezra Cornell founded Cornell University in 1865.

The College



Liberty Hyde Bailey was Dean of the College of Agriculture, 1903-1913.

Cornell Countryman

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A Better World



The College, within the University,
contributes greatly to world progress.

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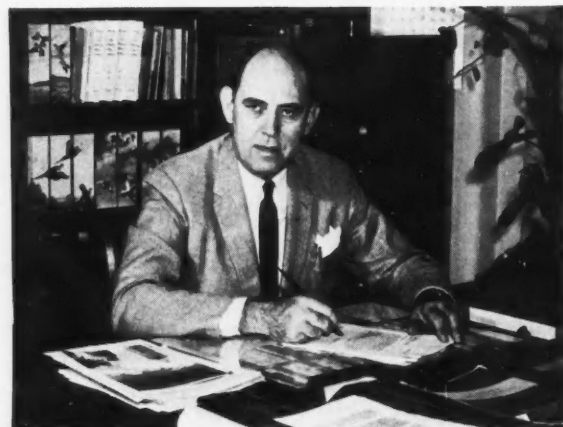
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from the

Dean's Desk



by Charles E. Palm
Dean, N.Y.S. College of Agriculture

Editor's Note: Dean Palm represents modern, progressive agriculture. He thinks in terms of what is best in the long run, not what is important now but what will be important ten years from now. He sees agriculture in its component parts—the sciences, their extension and application. He also sees it as a whole, the basis of world progress. To him, the College of Agriculture is a means of strengthening the world's foundation. If all the individuals of a group are strong then the group itself must be strong. The College, therefore, must be designed to satisfy the needs of **each individual student**. It must produce graduates with a firm understanding of the world about them and the ability to improve it.

IT is a particular pleasure to greet the members of the Class of '65 of the College of Agriculture who will be with us in September. All of us look forward to the Fall when we can greet you personally and welcome you to the Cornell family.

Cornell is proud of the New York State College of Agriculture and its many contributions to the well being of agriculture. As the Land-Grant University for New York State, Cornell has included agriculture in its curriculum since its founding nearly a century ago. In 1904, New York State took over the support of the College of Agriculture. In 1948, the College of Agriculture was included as a unit of the newly organized State University, but it is still administered by Cornell University with State University assuming an important role in its budget program. The College of Agriculture is a part of two great educational institutions.

Traditionally, the College has been close to the people it serves. Our relationship with New York farm families goes back into the 19th century when farm organizations helped support the work of the College in order that the results of resident teaching, research, and extension might direct the course of agriculture in the State. The College enjoys this support today, and continues its efforts to meet the new challenges that agriculture faces.

During the century of Cornell's operation, agricul-

ture has broadened to include many industries that provide goods and services for the farm as well as the farm operation itself. About a third of the gainfully employed people of our nation work in modern agriculture. We have been called on to provide leadership for the educational role in this broadened field. You will find many exciting opportunities for a liberal education at Cornell, with ample choices for specialization.

Around the world, Cornell University is well known for its leadership in agriculture. The barriers of distance have been effectively reduced in recent years and we are truly a part of world agriculture. Cornell's College of Agriculture has assumed responsibility for helping establish an educational program in agriculture in some of the developing areas of the world. For eight years, we have worked at the College of Agriculture of the University of the Philippines in partnership with ICA. During that time, fifty-one professors and their families have lived and worked for one to two years with their counterparts at Los Banos. It has been a great experience and privilege for us to help rebuild the College of Agriculture in the Philippines.

In addition to the work abroad, nearly a third of the students from other lands at Cornell University are in the College of Agriculture. We welcome this group of about 250 graduate and undergraduate students who bring to us the best of their cultures and join us in planning for the future of world agriculture. All of us are convinced that helping others to help themselves through production of adequate food supplies will go a long way toward establishing a lasting peace. We in America have great strength in agriculture which we need to recognize and use as a weapon for peace.

You will have an exciting experience at Cornell. As you mingle with students from other colleges at Cornell in your classes, recreation, and student activities, you will quickly become adjusted to what seems a complex university.

We are delighted to have you as members of the Class of 1965!



Certainly not this

What Is An Aggie?

by George Chevalier '61

IN 1869, Andrew Dickson White found it necessary to explain what an agricultural college is and to justify its existence. In an address to the N.Y.S. Agricultural Society, he said with exasperation, "the wrong idea continually met us in shapes sometimes pathetic, sometimes ludicrous."

"One father and mother brought their young gentleman, who could do nothing anywhere else. He had whittled out a toy very simple to the eyes of the world generally, very wonderful to the eyes of the proud parents. On the strength of this toy, it was evidently expected by them that he could get an education in books by droning over them, learn the use of tools by playing with them, support himself by thus amusing himself, and mend his morals and manners while engaged in that branch of practical agriculture known as 'Sowing Wild Oats.'"

"Another young gentlemen, city bred, sickly, weakly, who had not the experience of any skilled labor, wished to support himself by work while pursuing his studies; but when he discovered that work makes a man tired, wears his fingers and soils his clothes, he withdrew, making the air vocal with his complaints."

Misconceptions persist

Since then, the College of Agriculture and its students have been accepted, but usually misunderstood. The term "Aggie" suggests to many an apprentice farmer, or as in the decal, a lackadaisical fellow reclining under a cow, or to some, an unwashed intellectual.

Perhaps the most prevalent fallacy is that the Ag student is studying to be a farmer. Not one in five actually becomes a farmer, but the misunderstanding persists. One company which tried to sell insurance to Ag students for the summer farm practice period, aroused the ire of prospective scientists, engineers, and others by referring to them as "cadet farmers." To them, farming is the focal point of this or any other Ag college, but sciences, economics, engineering, teaching, extension work, and many other specialized pursuits are now major courses of study.

This diversity—actually the strength of the College—causes confusion, and confusion provides an ideal background for the various myths. Aggies studying bacteriology, conservation, genetics, and business management have little in common. There is no simple, recognizable type which characterizes the Ag student. They vary from the leather-sleeved Ag and Tech. type to the ivied fraternity man; from the farm boy to the urban New Yorker; from the two year special to the candidate for a professional degree. Also, the Aggie

may very well be a girl; about one-tenth of the students in the Class of '64 are girls.

Another misconception that continues to plague the Aggie is that the College of Agriculture is easy. All Aggies, and many readers of *Life* magazine realize that admission standards here are somewhat less stringent than for certain other colleges at the University. But after admission, the courses are as difficult or as easy as the program of study requires. Many of the basic sciences, English, and courses related to the student's major are taken on the lower campus.

Facts support a truer picture

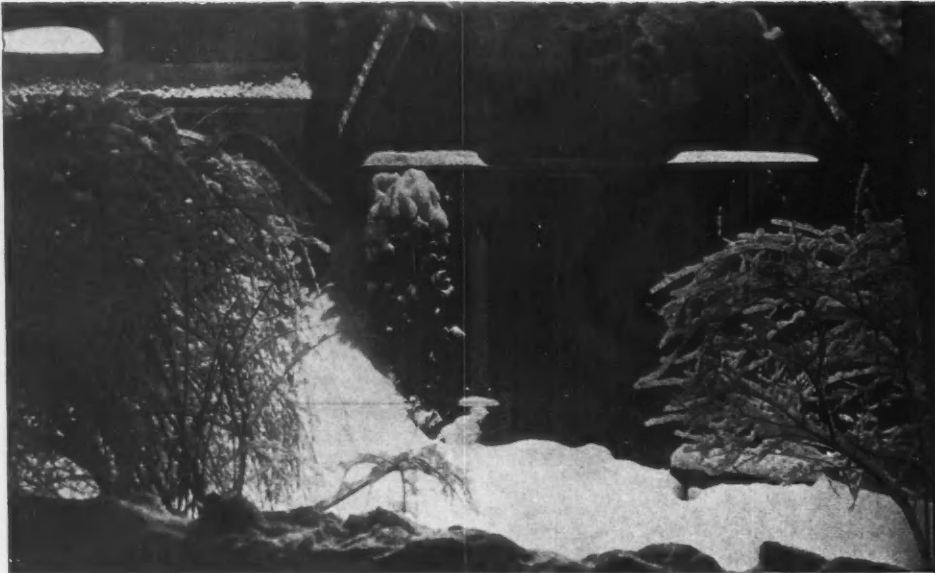
What then is the true Aggie? Let's consider the Class of '64. They are predominantly New Yorkers, and 16 percent of this group comes from New York City. Only 17 percent are not from this state, and they represent 19 other states and 18 other countries. The mean high school grade for the group is 90 and the mean regents score is 88. The mean SAT score for four and five year students is 551 and the women's mean is a distinguished 614. Scholastically, this puts the '64 Aggies above average for students admitted to colleges in 1960, and beneath few.

But, what do Aggies have in common that can give rise to a new and truer stereotype to displace the false ones? Perhaps, soon in the future, the Aggie will be recognized for what he is—a serious student working for a degree in science at one of the foremost colleges of agriculture in the world.

More likely this



ITHACA WEATHER: Grin And



For every winter . . .

Time: 7 a.m.

Place: Freshman dormitory

One roommate: What's it like out today, Roomie?

Roomie, without so much as opening her eyes: The heavens are crying for a change.

"Roomie" is right more often than not. She goes on to say, "Someone ought to patch up the leak in the sky. I'm supersaturated."

To well-seasoned Ithacans, the weather needs no introduction. But newcomers to Ithaca's fair city deserve at least a warning that "fair" describes this burg only 47 percent of the time. The remaining hours are witness to everything from hailstorms in winter to snow on Spring Weekend.

Why are we so blessed? Ithaca is comfortably situated between the Great Lakes and the Catskill Mountains. Whatever the Lakes give out and the Mountains don't want, Ithaca gets — a veritable potpourri of precipitation interspersed with brief but sanity-saving periods of dryness, and sometimes even sunshine.

Most of Ithaca's weather comes from the west, explains Dr. Bernard Dethier, assistant professor

of meteorology in the College of Agriculture. In winter, cold dry air masses from Canada pass over the Lakes and absorb moisture. As these air masses move eastward, they are forced upward by the Mountains. The air cools as it rises, and since cold air can hold less moisture than warm air, many water molecules leave their majestic environment. Force of gravity, notably mankind's friend but Ithaca's foe, directs these delightful particles, in various and sundry forms, straight to Ithaca. Do not pass go. Do not collect \$200.

Anyone who wants to perform a great service for his community-to-be should find some way to either drain the Lakes or move the Mountains.

Statistics say little

Cornell meteorologists find that Ithaca wears her statistics proudly. She boasts of a mean annual temperature of 47°F, not too hot and not too cold. She also claims that her 34 inches of precipitation a year is nothing to complain about. Some areas in the United States receive 100 inches or more. Others never see anything but flying saucers drop from the sky.

But statistics are known to lie, and this case is no exception. Means say nothing of extremes, explains Dr. Dethier. Ithaca temperatures range from -10° to 100°F—for one half of the school year temperatures are below freezing. So kiddies, button up your overcoats. There's a bit o' chill in the air.

Rain, snow—it's all wet

We're fooled by precipitation figures too. Meteorologists measure precipitation *after* it's been converted to rainfall. Since ten inches of snow melt down to one inch of rain, Ithaca's annual 34 inches of precipitation include 60 inches of white flakes. But have no fears. You can count on 30 full weeks of instruction each year. Classes at Cornell are never called off—even if the pros are snowbound. And if it disturbs you to see all those delicate particles go unnoticed, you can always take up skiing.

Droplets of water, or rain, form the bulk of Ithaca's precipitation. Although most of this throws a wet blanket over summer activities, the school year gets a fair share. Those green figures you will notice dotting the Cornell campus are not trees or creatures from outer space.

Bear It

by Jane E. Brody '62

They're rubber-clad Cornellians protected from the elements by army surplus raincoats.

Sometimes the sun shines

The picture, however, is not entirely glum. You can count on at least eight straight days of brilliant sunshine each year—the week of Spring Term's final exams. Come the end of May and Mr. Sun's persistent rays pierce the hearts of most Cornellians. Little time elapses before books and libraries are deserted in lieu of swimming parties, picnics, bike rides, and nature hikes. Students observe one minute of silence in due reverence to the waves of light and exams are sacrificed to the sun gods.

Occasionally, we welcome a surprise visit from Mr. Sun during the rest of the year. The Canadian air masses sometimes complete their climb over the Catskills without cooling so much that they drop

says Dr. Bernard Dethier, Cornell meteorologist.



their moisture. Just when your nerves are wearing thin and your trenchcoat is no longer waterproof, sunshine, the Great Healer, pours forth to restore your sorely tried patience. God is once more in His heaven and all is right with the world.

Charles Warner once complained, "Everybody talks about the weather, but nobody does anything about it." But Mr. Warner was mistaken. Perhaps we can't drain the Great Lakes or move the Catskill Mountains, but Cornell meteorologists work constantly to understand what causes Ithaca's weather. Through this understanding, they hope someday to be able to control what comes down and what stays up.

Perhaps the art of rainmaking can be used to do more than supply needed water to drought-stricken areas. If we can force the moisture out of air masses before they reach Ithaca, Cornell spirits may not be so dampened. Temperature control

may also be possible if we can discover a way to manipulate clouds. Just as the heat of the summer sun may be blocked by cloud cover, so may the sun warm a winter day if the cloud cover is removed. So keep your chin up. You may find your years at Cornell very pleasant, even weather-wise.

Be wise about the weather

Meteorologists, however, are not the only ones who don't take the weather sitting down. Dr. Hugh Wilson, Cornell agronomist, says that farmers fool the torrential rains of spring by choosing well-drained soils which dry out quickly. But the best advice I ever heard came from an Ithaca veteran: "If it's raining when you leave for class, better wear your raincoat. If the sun is shining, better wear it anyway. Why worry about the weather? Just mimic the Boy Scouts and 'Be Prepared'."

... has its spring



What many of us miss at college is an adult's viewpoint—someone mature and experienced to talk with. But this important part of life need not be missing from your education. The College of Agriculture can be your home away from home if you just . . .

Meet Our Administration

by Elizabeth Pomada '62

ROBERTS 192 and 195 is the personnel office of the College of Agriculture, as far as the students are concerned. The functions of the administrators are interrelated and they're all working for the same thing—to make you, the student, feel at home.

Technically, the job's called public relations: having satisfied and enthusiastic students both while they're here and after they graduate. In other words, the administration is in there for each of us.

Fine on paper, you say. Well, it works in practice too. It's been demonstrated again and again to students with money problems, academic frustrations, and social mix-ups. To know they're backing you up all



Professor Harden interviewed George Ekstrom '61 before he entered the College of Agriculture.

the way is one of the nicer things about attending the College of Agriculture at Cornell University.

You've probably had a preview of this personal interest policy through your meetings or correspondence with Prof. Leigh H. Harden, the man in charge of Admissions. Your first contact with the Ag College is through his office. This usually comes when you decide to apply, but sometimes it goes back to early high school when you started asking questions about educational opportunities.

You may have met Professor Harden at your high school, or when you came to Ithaca for the first time. He finds that College Nights are good meeting places too. As a matter of fact, when I talked with him the other day about College Nights, he said, "I remember that's where I first met you." That was over three years ago!

Professor Harden tries to get as close as he can to what the applicant's real interest are, and also tell him what Cornell expects of him. The little white admissions card he finally fills out becomes a permanent summary that is voted on by the Committee. The final decision is the combined judgment of the four men I'm presently introducing to you.

Professor Harden tries to get to know you before you even come to Cornell. And after you're here, he's one of your best friends. He doesn't want any freshman to come on campus completely cold—"The more they know what to expect, the less they'll feel like misplaced persons."

Secretary of the College and professor of personnel administration is John Parker Hertel. But you'll get to know Professor Hertel as the man in charge of advising. He works with the advisors and "trouble shoots," trying to help the twenty-odd students who sit down in his office each day and say "I have a problem."

It's the long run that counts

His philosophy of counseling is to approach all problems in terms of "what's best for the student in the long run." Find the facts, look at the record for strong and weak points, and present objective evidence. These all help to show how each student may improve his habits or attitudes intelligently. To help you define your own problem and see what alternatives are open to you, to have you make your own decisions is his aim. Of course, sometimes he *does* put his foot down, but most often it's for your own good.

In instructing the faculty advisors, he encourages each to develop his own philosophy of what constitutes a good education in his field of specialization. You will be invited to your advisor's home during the first week of school. This is one way for him to get to know you as an individual. Then, when you come to him with a problem, he'll know the best way to approach your particular difficulty.

Of course, philosophies don't fit into realistic situations all the time, says Professor Hertel. New ideas and ways of doing things can always be found. The right way is always the way that is best for you.

Since 1938, Professor Hertel has been trying to help students to stay in school or get back in—and, in every case, to be successful. He talks with those whose grades are low to see why they're not working up to capacity—"to let them know someone is con-



Professor Hertel's friends are many and varied.

cerned and interested in their welfare." And he talks with those whose grades are high, offering them congratulations and encouragement to continue their good work.

Howard S. Tyler is in charge of vocational guidance and placement. Professor Tyler thinks that the general philosophy here at the College is "one of student-centeredness instead of subject-centeredness."

As far as placement work goes, he spends time with the prospective employers of our graduates, seeing what they have to offer from the student point of view.

Professor Tyler wants to know what you, the students, want.



In guidance, he thinks that patterns of courses should follow the person's needs, not those of his field. To him it's important for a student to know he can change his mind at any time. Flexibility is the rule and he encourages full utilization of the resources of other parts of the University. "Music is a good course for a change. If that's what you're interested in, *why not?*"

Professor Tyler points out that there's a wide range of subjects within the college, too. "A student should fulfill the requirements of his field, but he should also have a broad education to fit his personal needs and interests." And even specializations can be diverse: a bacteriologist can be an antibiotics salesman or a lab technician.

"What can we do of benefit to the student in planning study and in relationship with others?" is Professor Tyler's central thinking. "How can he help himself, understand himself, utilize his assets? Students are happier when they're doing what they like to do and doing it well."

Helped today, happy tomorrow

In guiding, Professor Tyler doesn't hesitate to stick his neck out—and take a chance on being wrong—in order to jar the student into self analysis. When speaking of the Office of Resident Instruction, he says, "Our satisfactions come from the thought that perhaps we helped someone today." Usually, they have.

Coordinator, spokesman, and determiner of part of College policy is Director Thomas C. Watkins. That "College policy" is trying to become better acquainted with the students—make them feel at home, feel free to talk to the faculty about any problems.

"Activities of the students form the essence of my position," says Dr. Watkins. He serves on all College and University committees which pertain to student activities—whether it's club or course work. He meets with clubs and fraternities to discuss matters in which they're interested—Dean's List, reorganization, rules, social events. He meets with the faculty to discuss teaching problems, new courses, and student relations.

Although he became Director only a year ago and is just getting used to the "overall responsibility of having all the problems of teaching without doing any teaching," he still finds time to talk to any student who wants to talk with him. Director Watkins practices what he preaches—the direct, personal contact with every student as an individual.

One thing Dr. Watkins wants you, the Class of '65, to understand is that the men in Roberts 192 and 195 are interested in you personally. Don't be hesitant about going to talk to them. They're not a bunch of stuffed shirts—they're people.

If you have a problem, if you wish to praise a new College policy or condemn an old one, if you just want someone pleasant to talk with, be sure to drop in on one of the men in our administration.



Director Watkins always has a friendly smile and cherry hello.



Education en masse



A necessary evil



Occupational therapy



LIFE at Cornell is a stimulating mixture of many things — most good, some bad. You, the students of the College of Agriculture, will form an integral part of this life. You will attend University sponsored events—lectures, concerts, shows. You will participate in activities in every corner of the campus. You will make friends with students from all the colleges, students with different interests, backgrounds, and goals from your own.

You will be exposed to a great variety of experiences, each one informative and broadening. You are a student of the College of Agriculture *and* of Cornell University. Your years here will always be remembered in this light.

Professors must play



Oops, no brakes

Say Mum, we're havin' a ball



Cramming for finals





Book knowledge is a vital part of your education; without facts and principles you can do very little. But if you can't apply what you learn from books, then all your studying is worthless. So don't forget to use and extend your knowledge beyond the classroom, to talk with people who share your interests. Take advantage of the many

Activities On The



• This was it! The big day of the *Ag-Dom Council*—"Ag-Hec" Day! Chicken plucking, toast burning, coffee ruining competitions—yes, things on the Upper Campus were really jumping. Thus Ag-Dom amuses its charges, in addition to sponsoring "cube" dances (three dimensional squares), Ag Progress Days, the Swedish Student Exchange, and other related affairs. The Council coordinates upper campus activities and student-faculty relations. Be sure *you* take part in governing your campus. Participate in Ag-Dom—and have fun doing it.

• How would you like chasing a greased pig while engulfed in a potato sack? This is just one event in the annual Fall Roundup. The *Roundup Club* brings students interested in livestock closer to the livestock industry. It also sponsors a Little International Livestock Show. So if you enjoy fitting and showing livestock, why not join?

• You name it, the *Agricultural Engineering Society* does it! Field trips to such places as Toronto and U.S. Steel, speakers and instructive films, an ice cream machine to raise money for a club scholarship, a \$5 door prize at every meeting—an

amazing variety of activities are included in our program. We always participate in Engineers' Day, and last year we won second prize for our futuristic exhibit of a 100 cow herd under central milking.

• Services to the farm and rural communities in the Ithaca area—that's what the *4-H Club* provides. We sponsor a recreation team which teaches folk dances and songs to local groups. An open house for freshman and foreign student exchange parties are included in our activities. Our overnight trip to Mt. Pleasant and spring picnic bring the year to a memorable close.

• An apple a day—we don't guarantee it will keep the doctor away but it will certainly help our cause. The *Pomology Club* maintains an apple machine in the Plant Science Building. Cool apples for anyone—with an appetite and a dime. Profits go toward scholarships for pomology majors and support of the Swedish Exchange Program. Why not be well versed on the fruits that make New York famous? Pay a visit to the Pomology Club.

• Like barbequed chicken? The *Poultry Club* provides the chicken for student-faculty and Ag-Hec Day barbeques. For members, we



Ag Quad



sponsor guest speakers to find out what's right—and wrong—in the poultry world. All aspects of poultry, from merchandizing to embryo development, are discussed, if they're interesting to the members.

• Mum's the word, but we of the *Floriculture Club* don't want to keep quiet about it. Every year, the first formal dance held for the entire campus is the Mum Ball. Free corsages for the girls, sweet music, interesting entertainment, and a magnificently decorated ballroom—all this comes about through the efforts of the Club. You need no special knowledge to enjoy flowers. There's no need to be shy about taking part in it. But remember, Mum's the word.

• Hunting? Fishing? Smoke Fry? Participate in all three as a member of the *Conservation Club*. We prepare lectures and demonstrations on the latest in preservation of natural resources and wildlife. Along with the *Zoology Club*, we sponsor movies on nature and its wonders. Come and get acquainted with us in the fall.

• Ever see a cow's stomach in action? Each year, the *Pre-Vet Society* displays two fistulated calves. Holes are cut in their sides to see what happens to food once it's swallowed. Our club tries to introduce pre-vet students to various phases of veterinary medicine. Professors from the Vet College speak to us about new strides in this field. Meetings are held twice a month in the Vet College. And, we serve refreshments.

• When you enter East Roberts Hall, the home of the *Vegetable Crops Club*, don't be alarmed by the odor. It's just an indication that research with veg crops is going full speed ahead. We of the Club are interested in the problems of vegetable production and research. We try to provide interested students with an organization that

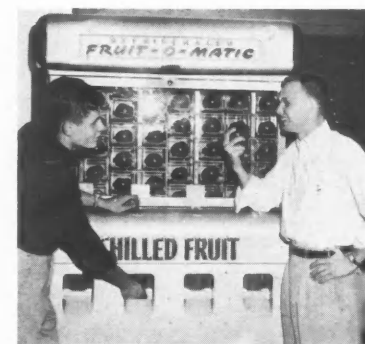
will enable them to fully grasp the complexity of the industry. So, drop in on our meetings. And don't fret the odor, you'll get used to it.

• Calling all Grangers! The *Cornell Grange* invites all who want to keep up-to-date on farm progress to become affiliated with the Cornell chapter. Among our activities is a recreation team which teaches folk dancing and games to other Granges in the state. Farm parties, an annual spring picnic, and an overnight trip to Mt. Pleasant will help make you feel at home in the Grange.

• Dirt or soil? Those who say dirt are bound to make a poor agrarian impression. For instance, if we of the *Agronomy Club* called our Soil Judging Contest a Dirt Judging Contest, we would not only judge what's in flower pots but also the dirt under the rug or in a vacuum cleaner. The definition of dirt is not our only concern. We provide an organization where students and faculty get together informally to further our knowledge of soils and their relation to agriculture and the world economy.

• Ice cream, you scream. Yes, everyone likes ice cream—and the *Dairy Science Club* makes sure it's readily available in vending machines which dot the campus. We also sponsor talks designed to promote educational, industrial, and social interest in dairying. Even if your only connection with dairying is the enjoyment of a cold glass of milk, we think you'll enjoy our club.

• Interested in teaching agriculture? *C.A.T.A.* can give you many practical pointers. Outstanding guest speakers, field trips, panel discussions, parties, and picnics—all these contribute to your education and enjoyment. We invite one and all to share them with us. Experience is the best teacher; don't you want to be a good one too?



Then there's us...

The Cornell Countryman

**A bird watcher, neatly draped across our chandelier,
scratches this message on a Grecian crock.**

by Edward L. Razinsky '61

NESTLED between heaven and earth, at the point where the top of Roberts Hall meets the horizon, is a quaint little cranny.

To those more numerically inclined, this chink in the armor of sanity is known as 4-9-0 Roberts Hall. However, this code is translatable to "The Countryman Office."

Among the musty typewriters, moldy cricket legs, and mildewed matzo farfel, one finds remnants of a once thriving culture. Bits of paper bearing such cryptic messages as: "Staff—all articles must be in by 5 p.m. today. But don't rush." Or: "Talent can't be sold . . . but advertising space must be!"

Peace and quiet are shortlived

Peace prevails now, and there is little conclusive evidence that the former inhabitants will return. But after several minutes in the room, the atmosphere thickens, and phantoms of a lost tribe of scribes and space merchants return to reenact their fate.

Barely five feet high, an Editor snarls at a towering, but cowering, male-writer. "Copy must be in on time," she barks.

Belated, but not belligerent, the staff member goes back to his typewriter to escape the wrath of the petite tyrant.

Strange behavior, to say the least. Enough to make a psychologist glow with glee. What is the motive for this masochism? By what drives are they driven?

Could it be the evil of all roots—money? But there is little enough cash in their coffers.

Fame and glory must be their spur? Only immediate relations notice by-lines.

Then what mystic magnetism draws these poor creatures-of-the-quad up four flights of stairs (72 steps by count) to be derided and demoralized?

A peek behind the scenes

Case studies sometimes reveal dark secrets about mental processes. Bobbing up and down behind the large center desk, the head of the Editor provides ample material for such a study.

Her nervous actions indicate eddies of confusion. Now, standing on a chair, her face is visible above the desk.

Brow furrowed, lips pursed, a strange gleam emits from one eye. No mere biological process causes such consternation—an idea is born.

Without thought of personal safety, the Editor springs to her feet, the pangs of creation showing clearly on her face. "That's it! By Christopher, that's it!" she screams, her limbs trembling. "An all-inclusive article on chickens."

The die is cast. The glossy pages of the Cornell Countryman will be imbued with chicken. Imbued, that is, if the Editor can convince somebody to do the imbuing—a staff member to do the writing.

By carefully inspecting her multitude of authors, the Editor can pick that one person who is specifically suited to compose the chicken saga. This she does arbitrarily and at random.

Wandering innocently through the door of the office, one hapless soul is scientifically selected. "YOU!" and a bony finger points menacingly. "You write about chickens."



"Jes' fine" is the shocked reply, as he turns to flee.

An agreement is reached which involves strapping the writer firmly to a chair. The Editor unfolds the plan. Writer disagrees. Editor brandishes the sharpened lid of a Metrecol can. Writer graciously concedes.

So the seed is planted. Now the problem remains to attack this monumental epic. But the well trained Countryman writer is never at a loss. Ideas spew from his fertile mind: "Chickens; chickens for fun and profit; integration in Southern chicken coops; the chickens among us . . ." until an angle is discovered.

Perserverance means progress

Next phase: getting the facts. . . sometimes known as persuasive plagiarism. Chickens can by no means be treated lightly.

An unwary professor is sought, chased, treed, and hounded until the necessary information is extracted. The writing process continues.

Knitting words and thoughts painstakingly into a luxurious literary fabric, the journalist completes his chicken article. And shortly before the premature copy deadline—copy deadlines are always premature to a writer—the weary word-warrior delivers the child of his contemplation to the outstretched claws of the Editor.

Before exchanging any of the usual amenities — badinage about the weather, books, etc.—the Editor bellows, "It'll have to be rewritten. It's weak in the beginning, poor in the middle, and sags in the end."

Without strength to argue, crushed by an onslaught of brutal criticism, the author retreats to a neutral corner.

Meanwhile, the Editor has attacked the manuscript with red pencil—slashing extra words, unclear phrases, and even taking a couple of whacks at the dangling participles. "Look here—you've run amuck with your diphthongs!" she shouts.

At last, the product . . .

Unraveled and rewoven, the chicken story is ready for a name—a headline. Various members of the staff gather in the middle of the room and toss literary refuse to the winds.

From this point, nothing matters, and before very long, ecstasy is unleashed—the magazine is printed. Under the awe inspiring headline: "My Brother Was An Only Chicken" the depleted writer gazes contentedly at his by-line—his very own name displayed for the world to see and admire.

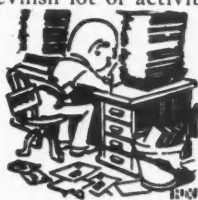
Thus, the writing process ends. Apparently, from the shreds of evidence remaining of this ancient tribe, they thrived on punishment and worshipped words.

However, a strict disciplinary order was not evident if the unwashed coffee cups and disarranged furniture are any indication.

Must have been a good deal of pleasure mingled midst the business.

Well . . . all is quiet now. Devilish lot of activity to have disappeared so completely. Imagine . . . all that work for ideas and words? Yet . . . one has the unmistakable feeling that this magazine — like the South—will surely rise again.

What fools these mortals be.



Agricultural Journalism

With the Grecian crock duly inscribed, it should be noted that most *Countrymanians* take their work seriously. Take Mary Wahl '56 as an example. Mary was associate editor of the *Cornell Countryman* during her student days in the College of Agriculture. You see her above preparing a leaflet for the printer—part of her present job as Assistant Agricultural Editor at the University of Rhode Island. Her duties include art work and layout, editing manuscripts, writing manuscripts, writing news stories, and taking photographs. With her *Countryman* experience, she was able to step easily into her position.

Al H. Wegener '56 was an agricultural journalism major at Cornell and one-time editor of the *Countryman*. Today, at 26, Al is an account executive with a large advertising agency in New York City. Some of his responsibilities include development of creative advertising and merchandising campaigns for agricultural products in leading farm magazines and radio programs, the selection of media, and analyses of market potential and channels of distribution.

There are a wealth of opportunities open to you in journalism and related fields. The Ag College offers you the chance to study these areas in several colleges of the University. At one time, you may obtain a broad university education and gain valuable experience working on a publication. You too can fill a vital need for better communication in this ever expanding world.



Says Professor Peabody, this was

My Life At Cornell

"What has the College of Agriculture meant to me? I can only begin to tell you," relates Professor Peabody. A former student and now professor of oral and written expression, this round-faced, jovial man is symbolic of the College: his love for it is deep and he has good reason for his feelings. Although a teacher for forty years, he's never forgotten what it's like to be a student. Ed.

by G. Eric Peabody '18

JULY 1914: the letter came. I was admitted to the College of Agriculture at Cornell University for the Fall Term of 1914-15. Forty seven years ago, and yet how clearly I remember!

This idea of a course in an agricultural college was my father's idea, not mine. Though reared in a western New York village and having been on scores of farms with my dad, a country doctor, I really knew very little about farming and nothing about the sciences of agriculture. Imagine my surprise to find that I was enrolled in not one farming course at all that first term. I soon learned, as all freshman do who are not informed beforehand, that the college I entered was a combination of arts and sciences with the major emphasis on science.

I learned from classmates

My entering class was a conglomerate lot, and the opportunity to get to know people from all over the world, to learn of their customs, culture, and native ideas was for me almost an end in itself. Furthermore, I came to see this remarkable college from a new perspective. Here was a highly selected group who came to the College for very special reasons—to major in botany, entomology, animal husbandry, agricultural economics, and a score of other fields. Many of these students continued their work in graduate school.

By the time my graduation came around, I was quite aware that here in the College of Agriculture

we had one of the most unique colleges of very high standing in the entire world. Its cooperative relationship with the College of Arts and Sciences and its contacts, both student and faculty, with the other colleges of the University just add to the great opportunities provided for us as students in the Ag College.

The libraries—my special love

It would be impossible to give a complete picture of what I found here and what it all meant to me in a brief essay, but I would be doing a real disservice in failing to mention the library facilities available. I happen to be an inveterate reader and for many years I averaged about four hours of daily reading. What an opportunity here! I remember one day when I returned a library book, I remarked to the woman at the desk, "There are just not enough years." She didn't get my point, but to me several lifetimes were not enough to cover the books I was interested in and that were right here in the many libraries of Cornell.

Well, after graduation I tried many things—the army, a job as a travelling salesman, a joint retail business and farm enterprise, even a short while with a Chatauqua Company.

My roots ran deep

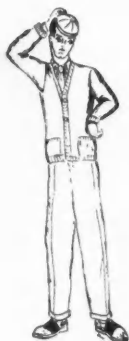
But I had become so attached to this College and to the University that deep down since my sophomore year I had an unspoken dream of

someday being a part of it. Finally, in the Spring of 1921, my dream came true. A new department of rural sociology was organized within the College of Agriculture, and there was an assistantship open in the extension teaching department. It seemed like a happy combination to me, so September 1921 found me and my little family heading back to Cornell. To me it was like coming home. The roots replanted themselves quickly and deeply, for here I have been since that fall.

I received, now I give

A few years later I had the opportunity to assist former Director Gibson present the possibilities of the College of Agriculture to high school students of New York State. Here was my chance to repay in part my debt for all the wonderful benefits I had gained from the College. I could try to make outstanding graduates of schools throughout the State realize what a great opportunity lay before them in this institution. As early as 1920, Dean Russell of Columbia University declared that over fifty different professional objectives could be achieved in this College. What that number has grown to I do not know, but it is many, many more.

To some of my colleagues of recent vintage I am considered provincial. How could I be otherwise with a lifetime spent at one institution? My only answer is that, like Thoreau, I have travelled much in Cornell. All the world's people are at my door.



Undecided About Your Future?



Will you be a scholar?

by Linda Goldreich '64

FROM biochemistry to journalism—that's quite a big switch." I've heard this again and again since I chose my new major of journalism. It's exciting to think of all the possibilities journalism offers, just as at one time it was exciting to anticipate a life of research in biochemistry.

It's no light matter to change your major in mid-stream, but if the decision rests on personal experience and good advice, the "big switch" is not too hard.

What will you do?

Do you know exactly what you plan to do after graduation from Cornell? Perhaps you're uncertain and are still looking for a part to play in this complex world. The decision may seem a long way off, but the courses you take in the next four years determine what you will do after college—and you determine the courses now.

In one of your courses you may, quite unexpectedly, find a new interest, a goal for your life's work, or a subject in which you want to specialize. Cornell offers you a great variety of subjects. Within the College of Agriculture alone there are classes in everything from bacteriology to landscape design, from genetics to drawing, from ornithology to agricultural engineering. All the courses you take will add to your knowledge and many will open whole new worlds to you.

Activities are invaluable aids

You should not neglect the large variety of activities Cornell offers as a part of your enjoyment and education. In one of these clubs you may find your purpose or vocation. If you're already considering a vocation, membership in a club related to your prospective field is a worthwhile experience. For example, my experience on the *Cornell Countryman* is teaching me how to publish a magazine as well as the joys—

and sorrows — of being a journalist.

Your club affiliation may show you how your ideal goal fits into reality. You can feel free to explore your ideas, meet people with similar interests, and offer worthwhile contributions to your field as a club member.

Many students find the Vocational Guidance Office in Stone Hall helpful in determining their future. There you may take a series of tests for a fee of \$15. These tests may show what you are suited for and what you may be interested in (the two don't necessarily coincide). You may also discuss your ideas and problems with Professor Andrus. His job is to help you find a field in which you will be happy.

The practice requirement in fields of specialization in agriculture was initiated in 1960. It offers another opportunity for you to acquire experience in your chosen major. During the summer you will work at a job related to your field. Speaking to people who work in that field will give you first hand information about your future job. You will also see the practical sides of the vocation and discover opportunities to use your education to its fullest.

Courses, clubs, student organizations, vocational guidance, practice work — keep all of them in mind when you investigate possibilities for your future. To learn as much as possible about your vocation before you enter it can be both enlightening and a lot of fun.



A barber?



A politician?



HOW TO Bolster Your Bank Account

Why let financial flutters decrease your enjoyment of a college education? At a large university like Cornell, there are many ways in which you can ease the financial burden. Here are but a few.

by Susan Rauchway '63

Thelma Macpherson '50

THAT old killjoy, your savings account, may often diminish your excitement at being admitted to the college of your choice. Those of you who can see your way clear to financing a college education have our best wishes for the coming years—you're really in luck!

But, if you're among those who have the financial flutters, by all means don't give up. Like most "have-nots" you're probably in the majority. If you're not already aware of the fact, you will soon discover that most students at Cornell obtain financial assistance through scholarships, loans, and part-time jobs.

Of course, there aren't nearly enough scholarships, but they do exist. One point to remember is don't be afraid to apply! Finan-

cial aid for prospective students is handled through the Office of Admissions. After you've successfully completed a term's work at Cornell, you may apply at the Office of Financial Aids, 147 Day Hall. It's easier to win a scholarship after you have demonstrated the quality of your work on a college level.

Besides the general scholarships which are open to students in all divisions of the University, there are several scholarships available only to students in the College of Agriculture. These awards are explained in your Ag College Announcement. Once again, remember that your chance for winning a scholarship is at least as good as the next student's. If it weren't, you wouldn't have been accepted by Cornell.

If you find that you're not eligible for a scholarship, or that the grant doesn't cover all your expenses, perhaps you had best consider a loan. Loans are readily available, and usually very worthwhile investments. Just as businesses borrow money to ensure greater profits in the future, you can borrow to finance your education.

A loan may help

There are a great many sources of loan funds: private foundations, National Loan Funds, banks, insurance companies, religious groups—all extend loans. However, the above loans are usually for small amounts, or they include a high rate of interest. It's a good idea to

look into the loan service provided by Cornell, and the National Defense Student Loans which are given to students who show need and scholastic ability, and who are majoring in mathematics, science, modern foreign language, engineering, or elementary or secondary education.

You may borrow a maximum of \$1000 per year up to a total maximum of \$5000. One very desirable feature of these loans is that repayment doesn't start until a year after graduation. You can obtain full information on loans from the Financial Aids Office at Day Hall.

Part-time jobs really pay

Another good way to get some extra money is through part-time employment. Of course, it's the hardest way, but here there are no strings attached. Once you earn the money, it's yours to use for whatever you please.

What part-time job would be best for you? First decide just how much you need. If you're having difficulty with all or a part of your room and board expenses, you'll need more than the person who has to pay for books and can't quite make it.

Waiting on tables is a quick way to get your eating costs out of the way. Since you're doing this at meal hours, you can work at times that probably won't interfere with your classes and that you would be tempted to waste anyway. Try your dormitories, sorority and fraternity houses, and cafeterias.

Another way to take care of room and board is by working as a proctor in your dormitory. This

job is open to girls who can take desk jobs, checking signouts in the evenings and acting as receptionists for callers.

Learn while you earn

If you're dependable and would like to get some homework done while you work, the babysitting field is open to both men and women. Women usually have a better chance for this, and can earn from fifty to seventy-five cents an hour, depending on the number and ages of the children and whether they are awake or asleep.

You can also try one of the many libraries on campus. Library work offers you an excellent opportunity to learn sources and discover books that you didn't know existed.

Perhaps you've got potentialities that you haven't even used yet. The Part-Time Employment Agency has had calls for models in the fine arts classes. Although calls for this type of work are not as steady, they pay well and would help with incidental expenses.

Think of your major interests and perhaps you can utilize your time by assisting in a lab, or helping correct papers in subjects with which you're familiar. Some students have free-lanced their way through college by selling their own articles to newspapers and magazines. Discover what your creative talents are and put them to work for yourself.

Just how will working part-time affect the rest of your college life? Perhaps you're afraid that your average will hit rock bottom and you'll have to give up all extra-



You can meet people, learn about food, and earn your board as a waitress.

curricular activities. The editor of the *Cornell Countryman* works as a lab technician eight to ten hours a week and still maintains an academic average in the top one percent of her class. Scholastic standing depends on many factors. A graduate study showed that part-time work and failure do not necessarily go together. Just remember your own limitations, and don't cut yourself so short that you don't do anything well.

You'll gain more than money

After you've become the sleek capitalist through your earnings, what will you have gained besides beating the bill collector from your door? Just talking with your counselor may help you in future interviews when you're a graduating senior and applying for full time employment. Also, as you work you're bound to gain knowledge that may help you in the future. You may not think that waiting on tables will ever be of use to you once you're out of school, but consider what you learn about food handling, setting tables for different occasions, and arranging menus.

Your employer may be excellent to use as a reference when you're applying to graduate school or seeking a job after graduation.

Invariably you will meet new people and make new friends. They may be older than you and may have years of experience behind them. That contact will help you understand your future neighbors and the people who make up your community. Very often, the advice they give you will help you make a success of your own business someday.



Lab work pays well in dollars and experience.

AS a recent graduate of Cornell in the Class of 1961, I wish to pay tribute to Ezra Cornell for founding "an institution where any person can find instruction in any study." I was a student in the College of Agriculture and I believe that the Ag College encompasses all the ideals and virtues to which Ezra ascribed.

"Any person" is the student body of the College of Agriculture. Students come from rural and urban areas in the United States. Foreign students come to seek knowledge and the practical information needed to improve their countries both physically and socially. Many of these students return to their homes instilled with American ideals and friendships. American students like myself who attend the Ag College profit greatly from our relationships with foreign friends. We learn to be tolerant and appreciative of new ways and ideas.

To "find instruction" means getting to know, understand, and appreciate the faculty and the educational facilities at Cornell. The faculty of the Ag College is friendly and willing to help students with scholastic and personal problems. This is a special quality of the Ag College faculty which makes you feel that people really care about you.

"Any study" encompasses the various academic majors within the College of Agriculture. You as students may specialize in sciences such as bacteriology or floriculture or animal husbandry. Or a less technical curriculum may interest you—sociology, economics, or journalism. But whatever your major, you are allowed a wide range of courses in the sciences and the humanities too. An advisor works with you throughout your four years helping you select courses and careers that meet your interests and abilities.

Isn't this enough? Perhaps—but there's more. The Ag College offers to you a unique spirit of Cornell that adds stability to its foundation. This spirit is two-fold. First is a love of knowledge with a never ending search for truth; second is a warm friendship with our fellow-men. Yes, this is what Ezra meant when he stated his goal, the motto of Cornell. This is what we as Cornellians forever strive to attain.

With respects to Ezra,
Deanna Palmer '61



